Contents

Character Understanding Tool Section 1 Lesson 2 1

Forming Claims Tool Section 1 Lesson 5 9

Section Diagnostic Checklist Section 1 Lesson 6 13

Culminating Task Tool Section 1 Lesson 6 17

Section Diagnostic Checklist Section 2 Lesson 3 41

Film Analysis Tool Section 2 Lesson 5 45

Madness Understanding Tool Section 3 Lesson 1 51

Section Diagnostic Checklist Section 3 Lesson 6 59

Forming Claims Tool 2 Section 4 Lesson 4 63

Section Diagnostic Checklist Section 4 Lesson 5 67

Culminating Task Rubric Section 5 Lesson 6 71

How is HAMLET characterized throughout the play?

Characterization/Character Trait	Example/Quotation from Text	Act/Scene	What does this reveal about the character?
EXAMPLE: Depression/Feelings of grief	EXAMPLE: “Seems,” madam? Nay, it is. I know not “seems.” 'Tis not alone my inky cloak, good mother, Nor customary suits of solemn black, Nor windy suspiration of forced breath, No, nor the fruitful river in the eye, Nor the dejected 'havior of the visage, Together with all forms, moods, shapes of grief, That can denote me truly. These indeed “seem,” For they are actions that a man might play. But I have that within which passeth show, These but the trappings and the suits of woe.	EXAMPLE: Act 1, Scene 2, lines 75-86	EXAMPLE: This quotation reveals that Hamlet is still grieving the death of his father even though time has passed. He does not think the other characters in the play understand the extent of his suffering.

Hamlet(continued)

Characterization/Character Trait	Example/Quotation from Text	Act/Scene	What does this reveal about the character?

Hamlet(continued)

Characterization/Character Trait	Example/Quotation from Text	Act/Scene	What does this reveal about the character?

How is LAERTES characterized throughout the play?

Characterization/Character Trait	Example/Quotation from Text	Act/Scene	What does this reveal about the character?

How is OPHELIA characterized throughout the play?

Characterization/Character Trait	Example/Quotation from Text	Act/Scene	What does this reveal about the character?

How is POLONIUS characterized throughout the play?

Characterization/Character Trait	Example/Quotation from Text	Act/Scene	What does this reveal about the character?

How are Rosencrantz and Guildenstern characterized throughout the play?

Characterization/Character Trait	Example/Quotation from Text	Act/Scene	What does this reveal about the character?

How is CLAUDIUS characterized throughout the play?

Characterization/Character Trait	Example/Quotation from Text	Act/Scene	What does this reveal about the character?

How might Hamlet's inability to control situations contribute to his current mental state?

_____

_____

Text: *Hamlet*

Analyze Hamlet Act I. Record your responses below.

List a detail or evidence related to the prompt. Include a parenthetical citation.	What do you understand about the text from this detail or evidence? What conclusions can you draw? How do your conclusions relate to the prompt?

List a detail or evidence related to the prompt. Include a parenthetical citation.	What do you understand about the text from this detail or evidence? What conclusions can you draw? How do your conclusions relate to the prompt?

What connections exist among your understandings and conclusions?

Form a claim in response to the prompt. Remember, a claim is an opinion or conclusion that is supported by evidence.

Section 1: Lesson 6
Students participate in a whole class discussion to respond to the following question: How might Hamlet's inability to control situations contribute to his current mental state?

	Reading Look-Fors		Discussion Look-Fors	
	How well does the student describe Hamlet's mental state in the passage?	How well does the student describe the conflict--internal and external- in the passage?	How well does the student analyze how complex characters develop and interact in texts?	How well does the student accurately cite evidence to develop and support their ideas in discussions, presentations, arguments, analyses, and explanations?
Student Name	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments

	Reading Look-Fors		Discussion Look-Fors	
	How well does the student describe Hamlet's mental state in the passage?	How well does the student describe the conflict--internal and external- in the passage?	How well does the student analyze how complex characters develop and interact in texts?	How well does the student accurately cite evidence to develop and support their ideas in discussions, presentations, arguments, analyses, and explanations?
Student Name	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments

	Reading Look-Fors		Discussion Look-Fors	
	How well does the student describe Hamlet's mental state in the passage?	How well does the student describe the conflict--internal and external- in the passage?	How well does the student analyze how complex characters develop and interact in texts?	How well does the student accurately cite evidence to develop and support their ideas in discussions, presentations, arguments, analyses, and explanations?
Student Name	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments

Score	Performance Descriptors
✓+ (3)	**Meets Criteria:** Student has successfully built the knowledge, skill, or habit indicated by the look-for.
✓ (2)	**Continue Practice:** Student should continue building the knowledge, skill, or habit indicated by the look-for.
✓- (1)	**Needs Support:** Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for.
IE (0)	**Insufficient Evidence:** Student did not respond to the prompt and/or did not provide enough of a response to evaluate.

Culminating Task Prompt
In *Hamlet*, Shakespeare uses his characters' thoughts and actions to explore how revenge and madness are closely related to one another. In a well-developed essay, select either Hamlet, Ophelia, or Laertes and examine whether or not his/her madness is real or feigned. If character is feigning his/her madness, analyze why would the character do this? If the character's madness is genuine, analyze what has caused such 'madness' to arise in the character? Support your claims with textual evidence including direct quotations with parenthetical citations. Use correct and effective words, phrases, syntax, usage, and mechanics to clearly communicate your analysis. Write a literary analysis in which you state your response and logically and sufficiently support your response with claims. Support your claims with relevant textual evidence, including direct quotations with parenthetical citations. Use correct and effective words, phrases, syntax, usage, and mechanics to clearly communicate your analysis. **Reading/Knowledge Look Fors:** • How well does the students explain how Shakespeare creates the thoughts and actions of Hamlet, Ophelia, and Laertes? • How well does the student explain how the thoughts and actions of Hamlet, Ophelia, and Laertes create a theme of madness? **Be Sure to:** • Read Fluently: Students read fluently to comprehend grade-level literary and informational texts. • Evaluate Effects: Literary Effects • Analyze Relationships: Students analyze how complex characters develop and interact in texts. • Determine Meaning and Purpose: Themes • Use Language to Convey Meaning and Purpose: Students construct a variety of sentences to establish a smooth flow in arguments, analyses, explanations, narratives, and presentations. • Develop Ideas: Students use examples, evidence, descriptions, devices, techniques, visuals/graphics, and multimedia elements to develop arguments, analyses, explanations, narratives, and presentations.

Preview the Culminating Task Prompt

Read the culminating task prompt. Then answer the questions.

What is the focus of the culminating task? What do you already know about the focus?

_____

_____

_____

_____

What questions do you have about the culminating task?

_____

_____

_____

_____

What do you need to know to be successful when you complete the culminating task?

What skills do you need to build in the guidebook unit to be successful when you complete the culminating task?

What habits do you need to practice in the guidebook unit to be successful when you complete the culminating task?

Analyze the Culminating Task Prompt

Read the culminating task prompt. Then answer the questions.

What kind of prompt is this?

_____

What elements must be included in your work?

_____

_____

_____

_____

What are your goals for the task? For example: Demonstrate knowledge, establish and maintain an effective style, organize my ideas so my reader can clearly understand my ideas.

1. _____

2. _____

3. _____

4. _____

5. _____

Brainstorm

Read the culminating task prompt. Review the texts, notes, and tools you've worked with throughout the unit. Then answer the questions to determine a focus for your work.

What character (Hamlet, Ophelia, Laertes) have you chosen to analyze in your culminating writing task? Do you think your character's madness is real or feigned? Why do you think this?

_____

_____

_____

_____

What do you think has caused your character's madness?

_____

_____

_____

_____

How does the author create your character's thoughts and actions in the play? How do these thoughts and actions exemplify madness?

How does your character's thoughts and actions create a theme of madness in the play?

Thesis Statement

Based on your brainstorming and the tools and notes you have gathered throughout the unit, answer the culminating task prompt in one or two sentences. This is your position. Be sure your position is specific and appropriate to the culminating task and can be supported by evidence.

_____

_____

_____

_____

List possible supporting claims for your response.

1. _____

2. _____

3. _____

4. _____

A thesis statement states the position of your work and orients the reader to the organization of your work. Write a thesis statement. As needed, use the sentence frame to write your thesis statement.

_____

_____

_____

_____

Thesis statement frame

Under the repeated guise of madness in William Shakespeare's *Hamlet*, the main character_____,

demonstrates_____ which develops the theme of

_____.

Thesis statement frame

In William Shakespeare's *Hamlet*, the main character _____is driven truly mad due to _____ _____, _____, and _____.

Thesis statement frame

In William Shakespeare's Hamlet, _____ battles with _____ and _____ _____ which cause his mental state to decline.

Gather Evidence

Gather evidence and identify the supporting claims to include in your argument. Use the charts to help you. To strengthen your argument, address counterclaims and evidence which supports those counterclaims. Remember to cite your evidence using MLA format .

	Evidence + Parenthetical Citation	How does this evidence support my claim?
Supporting claim one:		

	Evidence + Citation	How does this evidence support my claim?
Supporting claim two:		

	Evidence + Citation	How does this evidence support my claim?
Supporting claim three:		

	Evidence + Citation	How does this evidence support my claim?
Supporting claim four:		

	Evidence + Citation	How does this evidence support my claim?
Supporting claim five:		

I. Introduction Paragraph

- Introduce the title of the work
- Offer a brief summary about the topic
- Thesis Statement

Notes and Ideas

II. Supporting Paragraph One

- Based on your thesis statement, what is the focus of the paragraph?
- Write your topic sentence. Use the frame as needed. Be sure your topic sentence connects to your thesis statement.
- What evidence will you provide? How does that evidence relate to the topic sentence?

Topic sentence frame

In the beginning of the play, the character _____'s madness is

_____by/through
(RHETORICALLY ACCURATE VERB)

_____.

Notes and Ideas

III. Supporting Paragraph Two

- Based on your thesis statement, what is the focus of the paragraph?
- Write your topic sentence. Use the frame as needed. Be sure your topic sentence connects to your thesis statement.
- What evidence will you provide? How does that evidence relate to the topic sentence?

Topic sentence frame

As the play continues and the conflicts become more complicated, the _____ madness

_____which
(RHETORICALLY ACCURATE VERB)

_____.
(THEMATIC STATEMENT)

Notes and Ideas

IV. Supporting Paragraph Three

- Based on your thesis statement, what is the focus of the paragraph?
- Write your topic sentence. Use the frame as needed. Be sure your topic sentence connects to your thesis statement.
- What evidence will you provide? How does that evidence relate to the topic sentence?

Topic sentence frame

Additionally, _____'s madness is further _____ so
(RHETORICALLY ACCURATE VERB)

_____.
(THEMATIC STATEMENT)

Notes and Ideas

V. Supporting Paragraph Four

- Based on your thesis statement, what is the focus of the paragraph?
- Write your topic sentence. Use the frame as needed. Be sure your topic sentence connects to your thesis statement.
- What evidence will you provide? How does that evidence relate to the topic sentence?

Topic sentence frame

As the play continues, _____'s madness is further _____ which
(RHETORICALLY ACCURATE VERB)

_____.
(THEMATIC STATEMENT)

Notes and Ideas

VII. Conclusion

- How will you connect the conclusion to the rest of the essay?
- Summarize your response and your supporting claims.
- What aspects of your response did you not explore but could be explored?
- How does your response connect to other ideas?

Notes and Ideas

Skill and Habit Reflection

List the goals for the task from the analyze the culminating task prompt section. Read your partner's essay.. Evaluate how well your partner accomplished each goal. Place an "X" under the description which best fits each goal.

Task Goals	My partner fully accomplished the goal.	My partner mostly accomplished the goal.	My partner partially accomplished the goal.	My partner did not accomplish the goal.

What are the strengths of your partner's essay?

_____

_____

Ask your partner: What most helped you create your essay?

_____

_____

Ask your partner: What was most difficult in creating your essay?

_____

_____

How can your partner improve the essay?

_____

_____

Set one or more goals for your next task.

_____

_____

Name Date

Section 2: Lesson 3
In a well-organized response, students explain the conflict between Hamlet's outward actions and behaviors and his inner thoughts. How does this conflict contribute to his mental state and actions?

Reading Look-Fors	✓+ (3)	✓ (2)	✓- (1)	IE (0)
How well does the student explain Hamlet's outward actions and behaviors, as well as his inner thoughts?				
How well does the student explain how Hamlet's internal conflicts relate to his mental state and actions?				
Reading Score: _____ /6 Comments:				

Score	Performance Descriptors
✓+ (3)	**Meets Criteria**: Student has successfully built the knowledge, skill, or habit indicated by the look-for.
✓ (2)	**Continue Practice**: Student should continue building the knowledge, skill, or habit indicated by the look-for.
✓- (1)	**Needs Support**: Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for.
IE (0)	**Insufficient Evidence**: Student did not respond to the prompt and/or did not provide enough of a response to evaluate.

Writing Look-Fors		✓+ (3)	✓ (2)	✓- (1)	IE (0)
Use Language to Convey Meaning and Purpose: Sentence Fluency; Develop Ideas: Develop ideas and reasoning; Form Claims: interpretive/analytical; Organize ideas: explanatory structure	How well does the student construct a variety of sentences to establish a smooth flow in arguments, analyses, explanations, narratives, and presentations?				
	How well does the student use examples, evidence, descriptions, devices, techniques, visuals/graphics, and multimedia elements to develop arguments, analyses, explanations, narratives, and presentations?				
	How well does the students develop and clearly communicate meaningful and defensible claims that represent valid, evidence-based analysis?				
	How well does the student group and sequence sentences and paragraphs to create coherent analyses, explanations, and presentations?				
Writing Score: _____ /9 Comments:					

Score	Performance Descriptors
✓+ (3)	**Meets Criteria**: Student has successfully built the knowledge, skill, or habit indicated by the look-for.
✓ (2)	**Continue Practice**: Student should continue building the knowledge, skill, or habit indicated by the look-for.
✓- (1)	**Needs Support**: Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for.

Score	Performance Descriptors
IE (0)	**Insufficient Evidence**: Student did not respond to the prompt and/or did not provide enough of a response to evaluate.

Text: _____

Establish understanding → **Deepen understanding** → **Extend understanding**

Establish understanding when you first view film clips.

Action	Description
View the film clip from *Rosencrantz and Guildenstern are Dead*.	Before viewing the film clip, make note of important information about the film, such as the title. Then view the text with the reading focus in mind.
React to the film clip.	Answer the questions about the film clip. **Question/Questions:** 1. How are the characters portrayed in the scene? 2. How does the author use absurdity in the scene? What does the use of absurdity highlight in the play?

Take notes, answer questions, and/or pose questions below to establish your understanding.

Establish understanding when you first view film clips.

Action	Description
View the film clip from *Hamlet* (1996).	Before viewing the film clip, make note of important information about the film, such as the title. Then view the text with the reading focus in mind.
React to the film clip.	Answer the questions about the film clip. **Question/Questions:** 1. How can Hamlet be characterized in this scene? 2. What is Hamlet's mood? 3. How does his body language and actions reveal his inner turmoil?

Take notes, answer questions, and/or pose questions below to establish your understanding.

Deepen understanding when you view a text again.

Action	Description
Attend to the details in the two film clips.	Answer the questions about the details of the film clip. **Question:** 1. What conflict is presented in each scene?
Analyze differences in the film clips.	Think deeply about the details. Analyze the differences in the actors' portrayal of Hamlet. Answer the question to analyze the text. **Question:** 1. How is the portrayal of Hamlet's character different from the portrayal in the other film? 2. How is Hamlet's madness or "antic disposition" portrayed in each of the film clips?
Analyze the dialogue in the film clips.	Think deeply about the different ways that dialogue is delivered in the films. Questions: 1. How do the actors convey sarcasm and irony in the film clips? 2. How does the difference in dialogue impact the character development and plot development in the film clips?

Take notes, answer questions, and/or pose questions below to establish your understanding.

Take notes, answer questions, and/or pose questions below to establish your understanding.

Extend understanding as you read and/or view additional texts.

Action	Description
Compare and connect the films and ideas.	Compare texts and/or synthesize ideas to build knowledge. **Question/Questions:** 1. What similarities do you notice between the two films? 2. What differences do you notice between the two films?

Take notes, answer questions, and/or pose questions below to establish your understanding.

What are the main differences between the original version of the play and the modern adaptation of the play? Provide evidence to support your response.

What is Madness?
In the box, define the word “madness.” In the space outside the box, list possible motivating factors for madness.

MADNESS

What is the difference between the "mad" and "sane" characters in the play?

How is madness manifested in different characters?
Use the following chart to record the various ways that madness is manifested in the play. Provide quotations to support the information you record. Use the additional comments column to track examples of madness throughout the text.

Character Name	Manifestation-Thoughts, Actions, Behaviors	Quotation to support and explanation	Additional Comments
Example: Hamlet	Example: Hamlet speaks these words to Rosencrantz and Guildenstern.	Example: I am but mad north-north-west. When the wind is southerly, I know a hawk from a handsaw. (II.ii.312–13)	Example:This quotation reveals that Hamlet is only occasionally experiencing madness.

Character Name	Manifestation-Thoughts, Actions, Behaviors	Quotation to support and explanation	Additional Comments

What are the influencing factors behind Hamlet's madness?
Use the following chart to record the different influencing factors on Hamlet's madness. Provide quotations to support the information you record. Use the additional comments column to track the influencing factors throughout the text.

Influencing Factor-Character Interaction, Conflict, Plot Development, etc.	Quotation to support and explanation	Additional Comments

Influencing Factor-Character Interaction, Conflict, Plot Development, etc.	Quotation to support and explanation	Additional Comments

What are the influencing factors behind Ophelia's madness?
Use the following chart to record the different influencing factors on Ophelia's madness. Provide quotations to support the information you record. Use the additional comments column to track the influencing factors throughout the text.

Influencing Factor-Character Interaction, Conflict, Plot Development, etc.	Quotation to support and explanation	Additional Comments

How is Shakespeare developing a theme of madness in the play?
Use the following chart to record the theme development throughout the play Provide quotations to support the information you record. Use the additional comments column to track theme development throughout the play.

Quotation from the Text	How does this quote develop the theme in the text?

Section : Lesson 6
Students will participate in a socratic seminar to answer the question: How do Elliot's and Blackmore's arguments about the source of Hamlet's problems affect your understanding of the main character?

	Reading Look-Fors		**Discussion Look-Fors**	
	How well does the student explain Eliot's and Blackmore's arguments?	How well does the student explain how Elliot's and Blackmore's arguments about the source of Hamlet's problems affect his/her understanding of the main character?	How well does the student recognize connections among texts to make logical comparisons and synthesize knowledge?	How well does the student pay attention to and acknowledge others, thoughtfully considering their ideas?
Student Name	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments

	Reading Look-Fors		Discussion Look-Fors	
	How well does the student describe Hamlet's mental state in the passage?	How well does the student describe the conflict--internal and external- in the passage?	How well does the student analyze how complex characters develop and interact in texts?	How well does the student accurately cite evidence to develop and support their ideas in discussions, presentations, arguments, analyses, and explanations?
Student Name	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments

	Reading Look-Fors		Discussion Look-Fors	
	How well does the student describe Hamlet's mental state in the passage?	How well does the student describe the conflict--internal and external- in the passage?	How well does the student analyze how complex characters develop and interact in texts?	How well does the student accurately cite evidence to develop and support their ideas in discussions, presentations, arguments, analyses, and explanations?
Student Name	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments	Score (✓+, ✓, ✓-, IE) and Comments

Score	Performance Descriptors
✓+ (3)	**Meets Criteria:** Student has successfully built the knowledge, skill, or habit indicated by the look-for.
✓ (2)	**Continue Practice:** Student should continue building the knowledge, skill, or habit indicated by the look-for.
✓- (1)	**Needs Support:** Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for.
IE (0)	**Insufficient Evidence:** Student did not respond to the prompt and/or did not provide enough of a response to evaluate.

Question: How does the conflict between Hamlet's outward actions and behaviors and his inner thoughts contribute to his mental state in the play?

_____

_____

_____

_____

Text: *Hamlet*

Analyze the text. Record your responses below.

List a detail or evidence related to the prompt. Include a parenthetical citation.	What do you understand about the text from this detail or evidence? What conclusions can you draw? How do your conclusions relate to the prompt?

List a detail or evidence related to the prompt. Include a parenthetical citation.	What do you understand about the text from this detail or evidence? What conclusions can you draw? How do your conclusions relate to the prompt?

What connections exist among your understandings and conclusions?

Form a claim in response to the prompt. Remember, a claim is an opinion or conclusion that is supported by evidence.

Name Date

Section 4: Lesson 5
Students will answer the following question in a well-organized response: How is Ophelia's madness portrayed in the visual representation of the original text?

Reading Look-Fors	✓+ (3)	✓ (2)	✓- (1)	IE (0)
How well does the student explain each artist's approach and emphasis in portraying Ophelia? student explain Hamlet's outward actions and behaviors, as well as his inner thoughts?				
How well does the student explain how these artistic representations are interpretations of Shakespeare's play?				
Reading Score: _____ /6 Comments:				

Score	Performance Descriptors
✓+ (3)	**Meets Criteria**: Student has successfully built the knowledge, skill, or habit indicated by the look-for.
✓ (2)	**Continue Practice**: Student should continue building the knowledge, skill, or habit indicated by the look-for.
✓- (1)	**Needs Support**: Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for.
IE (0)	**Insufficient Evidence**: Student did not respond to the prompt and/or did not provide enough of a response to evaluate.

Writing Look-Fors		✓+ (3)	✓ (2)	✓- (1)	IE (0)
Use Language to Convey Meaning and Purpose: Sentence Fluency; Develop Ideas: Develop ideas and reasoning; Form Claims: interpretive/analytical; Organize ideas: explanatory structure	How well does the student construct a variety of sentences to establish a smooth flow in arguments, analyses, explanations, narratives, and presentations?				
	How well does the student use examples, evidence, descriptions, devices, techniques, visuals/graphics, and multimedia elements to develop arguments, analyses, explanations, narratives, and presentations?				
	How well does the students develop and clearly communicate meaningful and defensible claims that represent valid, evidence-based analysis?				
	How well does the student group and sequence sentences and paragraphs to create coherent analyses, explanations, and presentations?				
Writing Score: _____ /9 Comments:					

Score	Performance Descriptors
✓+ (3)	**Meets Criteria**: Student has successfully built the knowledge, skill, or habit indicated by the look-for.
✓ (2)	**Continue Practice**: Student should continue building the knowledge, skill, or habit indicated by the look-for.
✓- (1)	**Needs Support**: Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for.

Score	Performance Descriptors
IE (0)	**Insufficient Evidence**: Student did not respond to the prompt and/or did not provide enough of a response to evaluate.

Name Date

Reading and Writing

Reading and Writing Score: _____ x2

Meets Criteria (3)	Continue Practice (2)	Needs Support (1)	Insufficient Evidence (0)
Student demonstrates *success* determining the meaning of text(s) by accurately analyzing and/or synthesizing ideas within and across texts. **Student demonstrates *success*** forming a valid and evidence-based position, response, or focus. **Student demonstrates *success*** developing supporting claims or points logically with relevant and sufficient textual evidence. **Student demonstrates *success*** organizing writing so that it is clear and coherent. **Student demonstrates *success*** es tablishing and maintaining an effective style**.**	**Student demonstrates *some success*** determining the meaning of text(s) by accurately analyzing and/or synthesizing ideas within and across texts. **Student demonstrates *some success*** developing a valid and evidence-based position, response, or focus. **Student demonstrates *some success*** developing supporting claims or points logically with relevant and sufficient textual evidence. **Student demonstrates *some success*** organizing writing so that it is clear and coherent. **Student demonstrates *some success*** establishing and maintaining an effective style**.**	**Student demonstrates *minimal success*** determining the meaning of text(s) by analyzing and/or synthesizing ideas within and across texts. **Student demonstrates *minimal success*** developing a valid and evidence-based position, response, or focus. **Student demonstrates *minimal success*** developing supporting claims or points logically with relevant and sufficient textual evidence. **Student demonstrates *minimal success*** organizing writing so that it is clear and coherent. **Student demonstrates *minimal success*** establishing and maintaining an effective style**.**	No attempt made or not enough to evaluate.

Conventions

Conventions Score: _____

Meets Criteria (3)	Continue Practice (2)	Needs Support (1)	Insufficient Evidence (0)
Student demonstrates *success* uses correct and effective syntax, usage, and mechanics to clearly communicate ideas.	**Student demonstrates *some success*** using correct and effective syntax, usage, and mechanics to clearly communicate ideas.	**Student demonstrates *minimal success*** using correct and effective syntax, usage, and mechanics to clearly communicate ideas.	No attempt made or not enough to evaluate.

Total score: _____/9

Comments:

_____

_____

_____

_____

_____

_____

_____

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_____

_____

_____